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ABSTRACT

This handbook is intended as a guide to assist administrators and vocational teachers in designing a program of vocational instruction for limited English proficiency (LEP) students. Developed as part of Project Access, the document's main focus is on high school programs. Contents include the following: identification and assessment, legislation and funding, program components, and an evaluation checklist. Appendixes to the guide contain state guidelines for Illinois, describe a referral system, set measurable objectives, list resource items, and describe bilingual/vocational materials. (KC)

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Program Model for High Schools Serving Limited English Proficiency Students in Vocational Education

Illinois State Board of Education

Department of Adult, Vocational and Technical Education

Benito Juarez High School

Edward Copeland
Chairperson

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ABSTRACT

Title: Vocational Education and the Limited English Proficiency Student: A Model Program for High Schools.

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Project Co-Coordinators

This handbook is intended as a guide to assist administrators and Vocational teachers in designing a program of vocational instruction for Limited English Proficiency students. It's main focus is on high school programs.

Contents include:

- Identification and Assessment
- Legislation and Funding
- Program Components
- Evaluation Checklist

CONTENTS

Introduction 1

List of Terms 2

Identification and Assessment 3-5

Legislation and Funding 6

Program Components 7

Checklist 8-23

Appendices 24-32

A. State Guidelines . . . . . A

B. Referral System . . . . . B

C. Measurable Objectives C

D. Resource Items . . . . . D

E. Biligual/Vocational . . . . . E

PROJECT ACCESS HANDBOOK

INTRODUCTION

The Chicago Public High Schools, through their vocational education programs, have provided thousands of its students with marketable job skills over the past years. However, in recent years, a sizeable number of students have gone unserved by such programs. These students are predominately non-English speaking or of non-English speaking backgrounds, otherwise characterized as Limited English Proficiency (LEP) students.

A number of reasons can be offered for the lack of services provided to LEP students. For example until recently, the number of students of non-English speaking ability was very small and there was little need for special programs; however, with the influx of Spanish-speaking students, and more recently, East Asian students, the public schools have had to adjust their programs to meet the special language needs of these LEP students. To do so, the schools have implemented bilingual programs and English as a Second Language courses where students could be placed. Unfortunately, these programs have neither been designed to provide vocational instruction nor have they been coordinated with vocational education programs. Further, and perhaps more important, most of the schools did not have the variety of materials and staff resources necessary to serve LEP students who comprise a linguistically and culturally different segment of the student population.

No matter what the reasons, the fact is LEP students are a significant segment of the student body and should be served by vocational education programs. The number of LEP students in the Chicago school system is steadily increasing every year; it is the only group that is growing within the school system.*

It is apparent that the number of LEP students in the Chicago Public Schools in need of vocational instruction is sizeable. Therefore, when planning for their special needs, consideration must be given to the high unemployment rate, high drop-out and low-level participation in post-high school vocational and technical programs.

The special needs of LEP students require that the schools respond in equally special ways if these students are to be served. This handbook is designed to assist high schools in this area by providing program techniques and resource information with which to develop instructional models to meet the vocational education needs of LEP students.

*For specific details concerning the growth trend of non-English speakers in the Chicago Public Schools see the Racial Ethnic Survey-students, for the years 1974, through 1979.

LIST OF TERMS

Vocational Education	Instructional training to prepare for industrial or commercial occupations to persons of all ages in all communities priority being placed on providing special assistance to person having the greatest need-the disadvantaged, the handicapped, and the limited English speaking (Public Law 94-482).
Bilingual Education	Programs using the students home language for content area instruction along with a separate English component for second language aquisition (ESL) for persons whose first language is other than English.
Career Education	Career education is the total effort of the community to develop a personally satisfying succession of opportunities for service through work, paid or unpaid, extending throughout life.
Language Support Services	Those services that help LEP students communicate in their native language for purposes of instruction, and help students develop English language skills.
LEP	Limited English Proficiency -any member of a national origin minority who does not speak and understand the English language in an instructional setting well enough to benefit from educational programs. LEP students have English as their second language.
ESL	English as a Second Language-the teaching of English to persons whose native language is other than English.
VESL	Vocational English as a Second Language the teaching of special purpose English to LEP students utilizing vocational concepts.

IDENTIFICATION AND ASSESSMENT

Before initiating a program of special services for LEP students, it is important to consider a number of questions concerning the involved students.

Sample questions might be:

- Who are they?
- How many students are involved?
- What is the ethnic and language background?
- What is the degree of English fluency of the students?
- Which students are in need of vocational education programs?
- What kind of vocational program and services can be established to meet the needs of this type of student?

The questions are illustrative and not intended to be comprehensive. These questions have to do with identifying students and student needs. During the early stages of planning, identification of LEP students in the vocational program is important. The Illinois State Board of Education, Department of Adult Vocational and Technical Education requires each local education agency to identify the number of LEP students enrolled in their vocational education classes. The State guidelines are specific* and should be used, but a student referral system** will assist in identifying students that will become part of your school program.

Definition: Limited English-Proficiency when used in reference to an individual means:

> Any member of a national origin minority who does not speak and understand the English language in an instructional setting well enough to benefit from vocational studies to the same extent as a student whose primary language is English.

Schools providing state funded bilingual programs are required to determine the level of English proficiency of enrolled students in these programs. Further identifying criteria applicable to this target population are derived from the "Public School Bilingual Census" used by the Illinois Office of Education.

*See Appendix A
**See Appendix B

These Criteria are as follows:

1. The individual does not speak, understand, or write English, but may know a few isolated words or expressions.

2. The individual understands simple sentences in English, especially if spoken slowly, but does not speak English, except isolated words or expressions.

3. The individual speaks and understands English with hesitancy and difficulty. With effort and help, the student can carry on a conversation in English, understand at least parts of lessons, and follow simple directions.

4. The individual speaks and understands English without apparent difficulty but displays low achievement indicating some language or cultural interference with learning.

Identifying Students in Vocational Programs*

- Obtain bilingual census data for your school and check if any students are enrolled in vocational education courses.

- Have vocational education teachers observe student language skills and refer for further assessment. (see referral form)**

- Conduct student interviews prior to placement. Is the student enrolled in ESL classes? a bilingual program? Does the student feel a need for language support services?

- Have professional ESL personnel identify which students may be receiving vocational instruction.

After having identified the LEP students, it is necessary to determine what their educational needs are in order to provide appropriate instructional assistance.

Determining questions might be:

- Is the student likely to complete four years of high school?

- Is the student college bound?

- Does he/she have sufficient and specialized skills to enter the labor force?

- Can the student benefit from a vocational instruction program?

*Reprinted from Vocational Education for LEP: A Handbook for Administrators.

**See Appendix B

In order to arrive at a clear understanding of the student's educational and career goals, counselors, and perhaps bilingual teachers, must consider

- The student's expectations and achievement level
- The student's vocational aptitude and aspirations
- The student's career awareness

To test the student for aptitude, interest and ability, it is necessary to identify test instruments that a) are written in the native language b) are designed for students with second language backgrounds c) do not depend primarily on English language skills, d) oral testing of students not literate in their own language.

Some materials are already available for the testing of LEP students.* However, it may be necessary for schools to develop their own instruments. Bilingual/bicultural teachers would be most useful in the area of instrument development and testing.

*Refer to East Central Curriculum Management Center (ECCMC) for Bilingual materials, 100 North First St. Springfield, Il 62777.

LEGISLATION AND FUNDING

FEDERAL AND STATE REQUIREMENTS

To demonstrate the importance with which the federal and state governments view educational services for the limited English speaker in public schools, we offer for examination the following Legislative Acts:

TITLE VI OF THE CIVIL RIGHTS OF 1964:

Title VI if the Civil Rights Act prohibits exclusion from programs and denial of benefits to any person on the basis of race, color, or national origin.

ARTICLE 14C OF THE SCHOOL CODE OF ILLINOIS EFFECTIVE JULY 1, 1976:

Article 14C of the School Code of Illinois (entitled Transitional Bilingual Education) requires School districts with attendance centers with 20 or more children of limited English speaking ability who share a common home language to provide and maintain a program of transitional bilingual education.

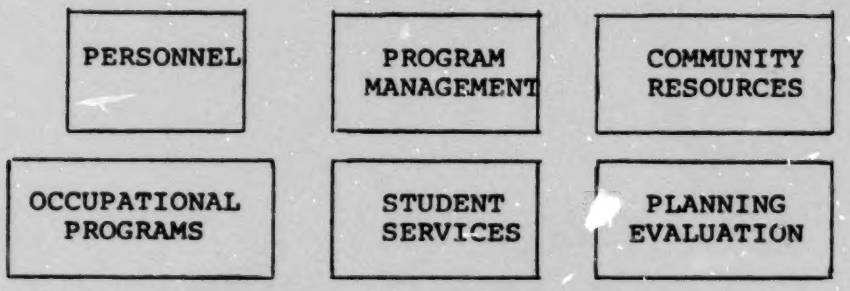
PUBLIC LAW 94-482:

The Vocational Education Amendments of 1976 (P.L. 94-482) indicate that vocational education training should be made accessible to persons for whom the need is most acute: the disadvantage, the handicapped, and the limited English speaking. In its implementation of P.L. 94-482, the Illinois Office of Education, Department of Adult, Vocational, and Technical Education requires that each local education agency establish a system to identify special needs students in their vocational programs. Each education agency is also to annually indicate in its One and Five Year Plan for Occupational Education Special assistance to be provided to handicapped, disadvantaged, and LEP students.

VOCATIONAL EDUCATION

This handbook will describe the six components that are essential to occupational education programs as identified by the ISBOE/DAVTE, and will aid the development of language support services for the LEP student. These components are designed to be implemented without major curriculum modification or staffing change. All components have aspects that can be implemented to varying degrees, each with a positive result for the LEP student.

PROGRAM COMPONENTS



OCCUPATIONAL EDUCATION PROGRAMS

*The program components are identified in the Illinois State Board of Education, Department of Adult Vocational and Technical Education "Three Phase System For Statewide Evaluation of Occupational Education Programs: Team Member Handbook

PERSONNEL

Once the need for developing a program for limited English-speaking students has been identified, then the task of bringing together the necessary human resources begins.

Recruitment:

- Vocational Teachers
- Bilingual Teachers
- Counselor(s)
- Coordinator
- ESL Teachers
- Tutors

With the staff identified, preparations for inservice and preservice training must take place. It is strongly recommended that the school through its Project Facilitator contact various Bilingual/Vocational Projects.* For assistance in identifying the inservice needs and developing a program of inservice activities. These projects have developed excellent programs of consultative assistance, inservice training, resources and materials.

Projects will facilitate the utilization of established inservice training and program development.

Staff Development:

The lack of available bilingual vocational teachers necessitates identifying and developing staff from within the school. The responsibility for this effort lies with the school principal. The teaching staff's primary responsibility is instruction. Since teachers work directly with the students, it is important that they be inserviced before the program begins. They should be made aware of the objectives and goals of the program,be exposed to some possible strategies and in-class techniques for working with LEP students, be given assistance with materials,both developed and acquired, and be released for workshops whenever possible. Teachers should communicate strengths and weaknesses of the program to the coordinator while the program is in progress. This might be facilitated if the teacher keeps a log, either day-today- or week-to-week, of activities that work and those which do not.

Teachers should be certificated in the special vocational subject areas in which they are to provide instructional services. They should be people with more than three years experience in the classroom, and ideally, be willing to work in a situation where the students require special attention and services.

The classroom teacher should assist in the identification of materials useful to LEP students. At any time that the instructor has difficulty in selecting bilingual materials, then he/she should consult with someone from the bilingual education program.

Participation of bilingual staff members is crucial, it is assumed here that schools seeking to provide LEP students with vocational instruction have bilingual teachers in other curriculum areas. If bilingual teachers are not available, enterpreters may be needed. Coordination between bilingual staff and vocational staff members is essential in meeting program goals.

The vocational and the bilingual staffs must participate together in discussions, workshops, meetings, and inservices in order to familiarize themselves with the goals and objectives of their programs. The success of the program depends on the staffs' willingness to work together and the degree to which they can coordinate their efforts.

The role of the school counselor is equally important to the success of the program. Ideally, the counselor should be bilingual or, if not, be willing to work closely with a member of the bilingual staff. The counselor will have as his/her responsibility:

- Identify and acquire test instruments in vocational areas*
- Administer Vocational interest surveys.
- Develop educational plans with students based on surveys results.
- Develop a career awareness program for LEP'S.
- Provide information about job areas related to vocational instruction.
- Assist in the recruitment and scheduling of students for vocational education.
- Disseminate information relative to the program.

The coordinator works with the program teachers. He/she is the liaison between the staff and the principal.

The coordinator(s) duties are:

- Plan, organize, and conduct inservice workshops for participating staff.
- Coordinate with other departments the production of materials to be used in the program.
- Identify students of limited English speaking ability in vocational education programs.

- Develop a system of language support services for LEP'S.
- Select and purchase instructional materials for use in bilingual vocational programs.
- Develop a procedure for evaluating the program of bilingual vocational instruction.
- Work with the vocational education advisory council.

In view of the amount of work required in establishing a program for LEP students, it is suggested that the program employ co-coordinators or co-facilitators, each with a specialty in vocational education and/or bilingual education. (see organizational charts for program management).

ESL TEACHERS

Teachers of ESL should have an extended knowledge of linguistics and grammar. They must have a comprehensive understanding of the developmental sequencing of language structures and be cognizant of the methods and techniques for presenting these to a second language learner. The teacher must be sensitive to the cultural differences in their students with special attention to cultural learning styles.

The ESL teacher plays an essential role in VESL. The ESL teacher provides the basic structures for the context of vocational vocabulary and supplements the vocational courses by reinforcing the vocational terminology in ESL lessons.

TUTORS

A tutorial program is essential to the development of a bilingual vocational program. It is in this service that teachers and students receive the necessary support that will lead to and facilitate success for the students the intructional aspects of the program.

Tutors should be students who are 1) academically prepared in the subject area. 2) ideally in the same classroom with the tutee. 3) bilingual.

CLERK-TYPIST/TEACHER AIDES

If it is possible to provide for teacher aides and a clerk-typist, these individuals must be bilingual. The teacher aide would work directly with the classroom teacher and the student. Tutoring, preparing materials and translations, and scoring tests might be some of his/her duties.

The clerk-typist would be responsible for all clerical functions relative to the program:

- type reports, letters of correspondence, purchase orders and any other typing tasks.
- receive, catalog and file all materials ordered.
- translate as necessary from English to Spanish or Spanish to English.

*See Appendix C (List of resource items)

PROGRAM MANAGEMENT

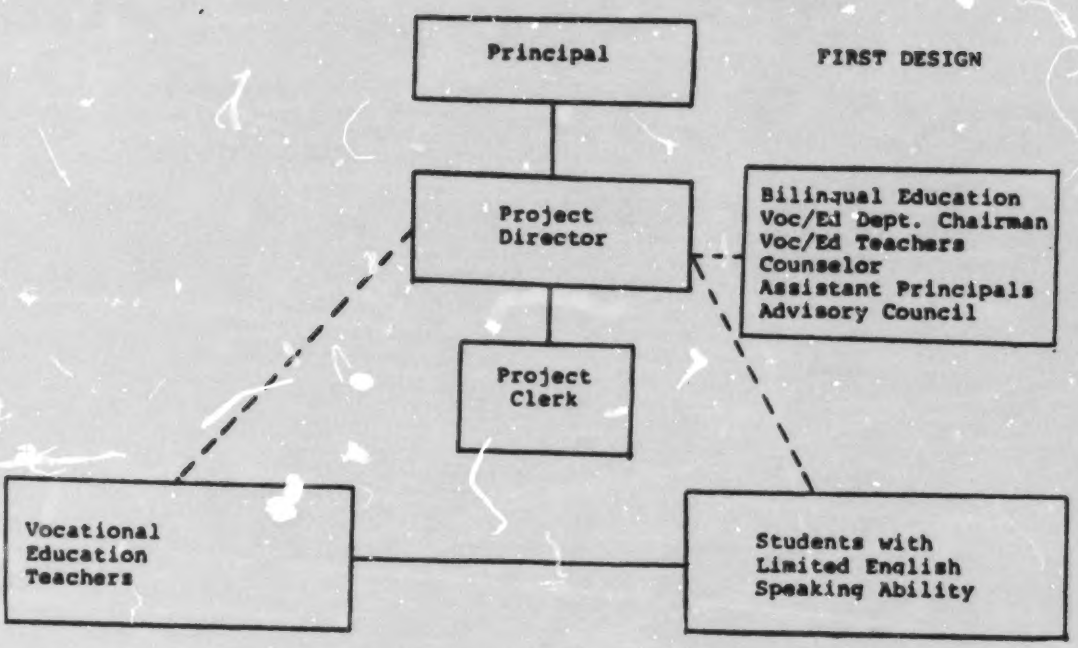
In order to provide for effective management of the program it is important to design an organizational structure that is clear and provides the direction and leadership necessary to the success of the project. There is no single model to be used; a great deal depends upon the size of the school, the number of staff members needed for a program and the numbers that can be assigned to work in such a program.

The principal as administrative head of the school is responsible for selecting and assignning staff, providing necessary space, making material and equipment available and insuring the effective and smooth operation of the program. The decision-making and leadership abilities that he possesses will ultimately determine the success or failure of the program.

Under the direction and with the permission of the principal, both vocational and bilingual teachers should be encouraged to attend workshops relevant to LEP students and their instruction. Throughout the school year numerous activities dealing specifically with vocational education and LEP students are held throughout Illinois. Again, contacting Midwest Bilingual Education Service Center for information is recommended.

Because freeing teachers to attend workshops is always difficult, plans should include strategies for providing release time for the program staff. Some suggestion for class coverage are (1) teachers alternating attendance to workshops (2) teachers from within the department covering classes for each other (3) teams of project staff members provide the necessary class coverage.

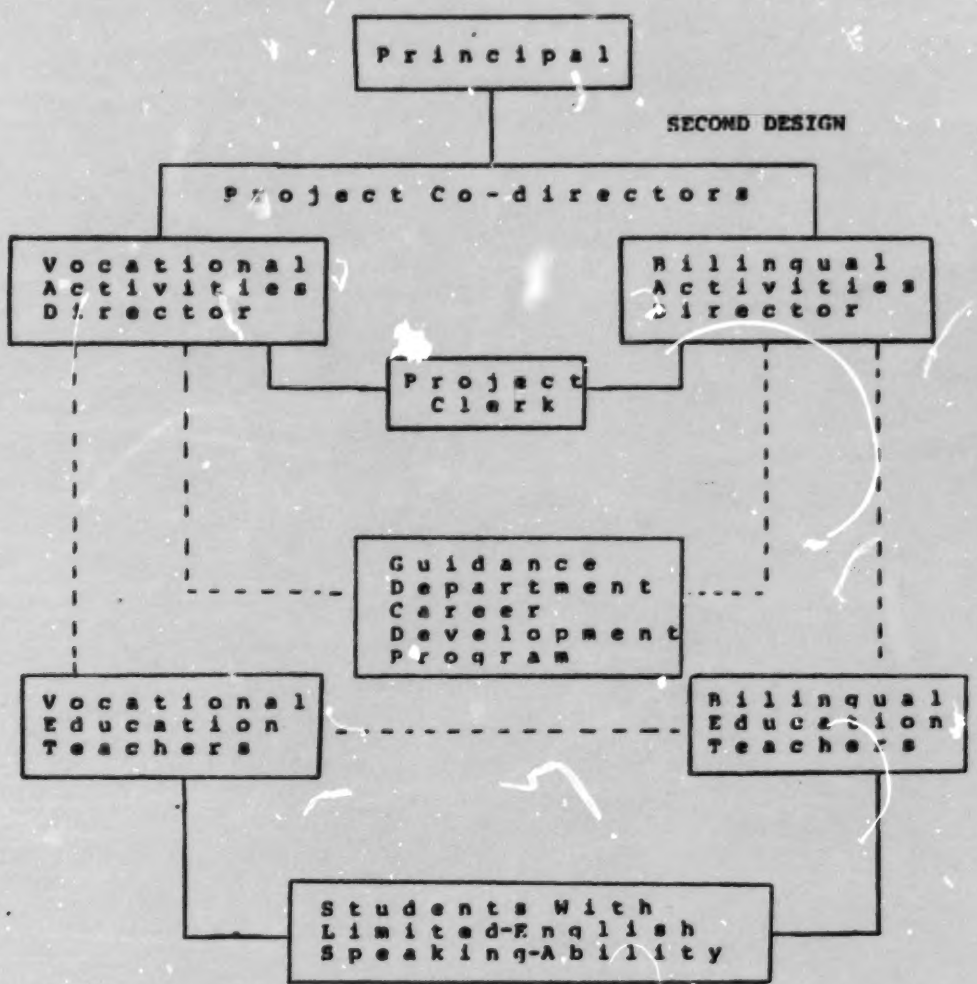
ORGANIZATIONAL CHART



Direct Relationship _____

Indirect Relationship __ __ __ __ __ __ __

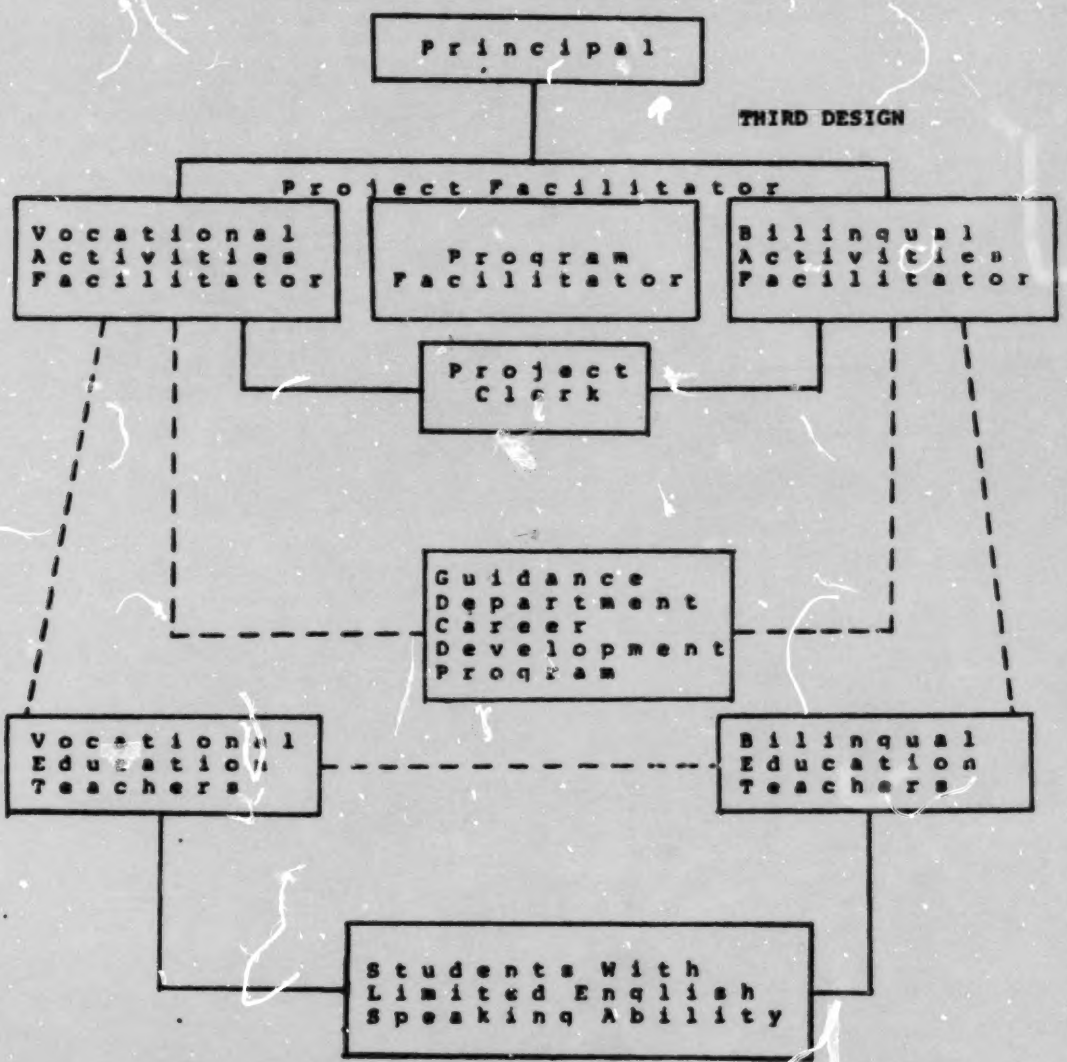
ORGANIZATIONAL CHART



Direct Relationship_____

Indirect Relationship_ - - - - - - - - -

ORGANIZATIONAL CHART



Direct Relationship _____

Indirect Relationship _ - - - - - - -

COMMUNITY RESOURCES

It is necessary to involve and utilize community resources in the vocational education program. The most important community resource that can be tapped by any school is an Advisory Council. This is a productive and relevant method of involving the community in education. It can offer advice, make recommendations, and provide services which otherwise are not available to most schools. The three areas listed below emphasize the major roles of an Advisory Council:

1. Public Information and Relations:

    a) Assist in evaluating the school's public relations policies and activities regarding Vocational Education for the LEP student.

    b) Help to obtain speakers to address trade and civic groups, school banquets, awards ceremonies, and assembly programs which promote and provide information about vocational and technical programs and opportunities.

    c) Participate in "Open House School Activities."

    d) Invite students, teachers, counselors and school administrators to visit various plants, businesses and work sites.

    e) Allow the school to make use of the company bulletin board to inform employees of vocational and technical course offerings sponsored by the local school agency.

2. Program Development and Improvement:

    a) Assist in the development of on-the-job and apprenticeship training related courses for LEP students.

    b) Suggest the development of modification of courses and programs to meet local needs.

    c) Assist in the establishment of competencies to be met by students wanting to obtain employment.

    d) Advise students of academic courses needed by LEP students in addition to related vocational-technical marketable skills.

3. Assistance to Teachers, Counselors, and Administrators:

a) Participate in school "career days" and "open houses".

b) Provide aid in obtaining instructional materials.

c) Assist in the provision of and interpretation of labor demands and market outlook.

d) Suggest general occupational competencies necessary for graduates to compete in the labor market.

e) Advise school personnel relative to the qualifications of instructors necessary for specialized courses and programs.

OCCUPATIONAL PROGRAMS

Quality occupational programs must contain certain elements if they are to benefit the LEP students. These elements are listed as primary considerations:

Develop sequential course structure which leads to skill development
Develop up-to-date occupational competencies
Develop individual needs and survival skills programs
Develop vocational student organizations
Develop internal resource utilization
Develop recruitment and program services
Develop dialogue and communication with other institutions
Develop program management objectives
Develop student performance objectives

In addition to preparing the vocational program for special needs students, the school's bilingual program must be taped for cooperation and services.

Cooperation in material development
Cooperation in programing and recruitment
Cooperation in Vocational English as a Second Language
Cooperation in referral system
Cooperation in career awareness

*See Appendix C

STUDENT SERVICES

Special Considerations

The quantity and quality of support services developed for LEP students has a direct relationship to the total effectiveness of the vocational program. Most support services can be implemented without major change to curriculum or staffing. With only slight modification, the entire vocational program can be geared to meet the special needs of these students. The following outline and chart will set up the framework of possible support services that can be developed in any school.

Support Services	Objective
Guidance Services	provide counseling and guidance services with occupational emphasis
Career Education	provide up-to-date career information and materials
Peer Tutoring	provide tutorial assistance with vocational concepts and processes
Testing Program	provide occupational, interest, ability, and aptitude tests
Placement Services	provide work/study programs
Resource and References	provide additional material for LEP students
Inservice Activities	provide cultural, social, and teaching strategy
Programming and Recruitment	provide additional services with curriculum selection
Student Organization	provide additional motivation and interests
Group Counseling	provide prescriptive group experiences

SUPPORT SERVICES CHART

	STAFFING	TIMETABLE	ACTIVITIES	ADDITIONAL COMMENTS
Guidance Services	guidance counselors community resources	on-going	orientation testing placement program development	first
Career Education	guidance vocational bilingual teachers	weekly	career days	guest speakers field trips
Peer Tutoring	bilingual students bilingual staff	on-going	tutoring translation interpretation cultural interaction	most effective with entry level students
Testing Program	guidance counselors teachers	before and after semester work	administration	ability interest and occupational tests
Placement Services	work/study coordinators	beginning of semester	job referral system job seeking skills	Office Occupations I.C.E. advisory council H.E.R.O.
Resource and Reference	professional staff	on-going	library career & skill guidance dept.	uitlize community
Inservice Activities	bilingual teachers community resources	as needed	teaching strategy cultural sensitivity	utilize community
Programming and Recruitment	bilingual and vocational teachers	on-going	department meeting and open house	most effective before programming begins
Student Organizations	available staff	on-going	field trips school programs	most effective for program development

PLANNING AND EVALUATION

Determining the adequacy of any vocational education program requires periodic evaluation and review of program performance. This is of pecial concern when a program is designed to meet the needs of the LEP students. Some of the key activities of vocational programs that should be evaluated annually are:

- Facilities
- Career information program
- Occupational competencies of teachers and students
- Personnel evaluation and development
- Assessment of student career interests
- Assessment of student attainment of objectives
- Assessment of student achievement
- Assessment of vocational education programs and services

The evaluation completed at the local level can be achieved through a local evaluation team. This team should use the standard methods of evaluation such as:

- Observation
- Discuss
- Testing
- Interviewing
- Questionnaires
- Follow-up

Additional evaluation design and methods are available through the Illinois State Board of Education - Department of Adult Vocational and Technical Education. Materials for locally directed evaluation procedures are available upon request.

It should be noted that evaluation may also be completed by a team from the Illinois State Board of Education, Department of Adult, Vocational, and Technical Education. This team will use the Three Phase System for Statewide Evaluation of Occupational Education Programs* and will be interested in the accomplishments that are reported in your "One and Five Year Plan".

The major goal in adequately planning and evaluation occupational programs can be achieved if program management objectives are written with measurable goals and are analyzed annually.

*Schools are encouraged to write to the Illinois State Board of Education for a copy of the Three Phase System....as they begin to plan programs.

CHECKLIST

The following checklist is designed to help schools identify areas that may need improvement or may need to be modified to meet the needs of LEP students in occupational programs.

PREVAILING SCHOOL PROGRAMS

- Course sequences defined
- Department philosophy defined
- Measurable objectives established
- Articulation efforts determined
- Vocational organizations developed
- Cooperative education programs included
- Career awareness emphasized
- Instructional material evaluated
- Equipment and facilities evaluated
- Vocational counseling established

MODIFIED SCHOOL PROGRAM (SUPPORT SERVICES)

- Utilization of Bilingual staff
- Supplementary bilingual material
- Peer tutoring
- Programming and recruitment
- Testing and evaluation services
- Independent studies
- Utilization of community resources
- In-service activities
- Lesson plan modification
- Development of Instructional material
- Release time

Appendix A

STATE GUIDELINES

Identification of Disadvantaged and Handicapped Persons:

Proper identification of disadvantaged and handicapped persons facilitates occupational education program planning, evaluation, reporting and funding, and accountability at federal, regional, state and local levels. Each local education agency will establish its own identification system based on the definitions and criteria presented by the Department of Adult, Vocational and Technical Education.

Among the national priority programs for disadvantaged persons in P.L. 94-482 are those with "limited English proficiency." The excess cost of programs and services which improve the support to this population group is included under funding for disadvantaged persons.

Project Access has established its own system of identifying disadvantaged, handicapped and limited English proficiency students. This identification is indicated in the "One and Five Year Plan for Occupational Education." Using the following criteria for identification and recording is one possible method, but the primary responsibility still rests with the local school.

Identification:

Persons of Limited English Proficiency

Persons with limited English proficiency may be categorized on the basis of language fluency.

LEP 1. The individual does not speak, understand, or write English, but may know a few isolated words or expressions.

2. The individual speaks and understands English with hesitancy and difficulty. With effort and help, the student can carry on a conversation in English, understand at least parts of lessons, and follow simple directions.

3. The individual speaks and understands English without apparent difficulty but displays low achievement indicating some language or cultural interference with learning.